



## Editorial

The first issue of Volume 13 of *e-FLT* comprises seven articles and two book reviews contributed by scholars based in Australia, Germany, Indonesia, Iran, Singapore, South Korea and the USA.

The first article by Victoria Russell examines and compares the effects of visual input enhancement, processing instruction and structured input on students' noticing and processing of Spanish grammar in an online learning environment. Her study yielded the result that the students who received processing instruction with visual input enhancement performed the best in terms of both their awareness and processing of the Spanish subjunctive.

In the second article, Handoyo Puji Widodo, Avilanofa Bagus Budi and Fitri Wijayanti demonstrate how poetry writing has been used as an instructional task to allow Indonesian students of English as a foreign language to engage in creative and meaningful use of the target language. They term this teaching arrangement Poetry Writing 2.0, as it utilises the Web 2.0 social media application of Facebook as a platform for the collaborative poetry writing project of the Indonesian learners and their teacher.

Mika Sakeda and Naomi Kurata, in the third article, draws on Dörnyei's L2 Motivational Self System to conceive and conduct a study on the L2 selves of ten Australian university students of Japanese as a foreign language. The authors established that the students' constructions of their L2 selves are often multi-faceted and dynamic in nature, and are strongly influenced by their Japanese language learning experiences both in and beyond the classroom.

The fourth article, by Jeonghee Choi and Chinatsu Sazawa, provides an account of how world language teachers at a North American university formed a professional learning community to reflect on and advance their teaching. Analysing data collected through observations and interviews, the authors documented the development of this learning community as well as the benefits and challenges of this professional development arrangement for its members.

In the fifth article, Fatemeh T. Mazraehno and Golnar Mazdayasna report on a project in Iran that sought to address the lack of customised and well-designed textbooks for English for specific academic purposes. They described how language teachers and a subject specialist collaborated to draft, revise, validate and evaluate a textbook for graduate students of Islamic Jurisprudence based on data collected through a series of procedures, including a survey, class observations, informal conversations as well as structured interviews.

The sixth article, contributed by Hassan Soodmand Afshar and Ahmad Asakereh, presents a study that investigated the perceptions of Iranian learners and instructors with regard to the development of speaking in their learning context. In general, there was agreement among both learners and instructors that instructor-related problems, the lack of teaching facilities and the curricula of the country's education system impacted the development of their speaking skills negatively.

In the seventh article, Hiromi Nishioka discusses the potential of Web 2.0 technologies, in particular, social networking sites and videoconferencing, in helping foreign language learners practise speaking with native speakers of the target languages. Her study targeted specifically learners of Japanese as a foreign language at a South Korean university and came to the conclusion that the learners failed to make optimal use of the affordances of Web 2.0 technologies, mainly because their lecturers overestimated their computer skills, did not sufficiently integrate such technologies in their classroom teaching, and also lacked the necessary computer facilities to do so.

This issue also presents two book reviews. The first of these reviews, written by Manja Gerlach, looks at a volume of nineteen papers, titled "Traditions and Transitions: Curricula for German Studies" and edited by John L. Plews and Barbara Schmenk, that focuses on the re-examination and reform of German Studies as a subject at North American universities.

In the second book review of this issue, Jyh Wee Sew discusses N. J. Enfield's "Natural Causes of Language: Frames, Biases, and Cultural Transmission" and explains how Enfield's views on the evolution of language can help teachers understand and teach language variations that have developed as responses to language use in the larger social context of interactions.

Wai Meng Chan

Editor-in-Chief